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This paper was prepared to orient the new junior college teacher to his unique challenges, problems, obligations, and opportunities. The first section describes the junior college (private and community-comprehensive), its structure and governance, its variety of programs and students, its place in higher education, and its philosophy of instruction. The next section presents a model of a junior college and lists six major concerns of the instructor. These are: (1) a teaching load and non-teaching duties that usually preclude travel, summer or graduate study, and even conference attendance, (2) relating the institutional goals to his teaching, (3) the extent of faculty participation in college governance, (4) adapting teaching methods to the great range of student ability, preparation, and motivation, (5) grading student work by a new concept of excellence, and (6) shortage of laboratory and clerical help and of other supportive services and supplies. This section also specifies the college's major expectations of the teacher. The last section offers advice and gives examples of practices, in both method and attitude, for successful teaching. The instructor must know the student, how to motivate him, how to inspire the disadvantaged student, and the value of professional refreshment. It also has a checklist against which to evaluate one's teaching. This paper is meant only to supplement the specific, local orientation provided by the employing college.(HH)

Teaching in a Junior College

A Brief Professional Orientation

By Roger H. Garrison

American Association of Junior Colleges American Educational Publishers Institute

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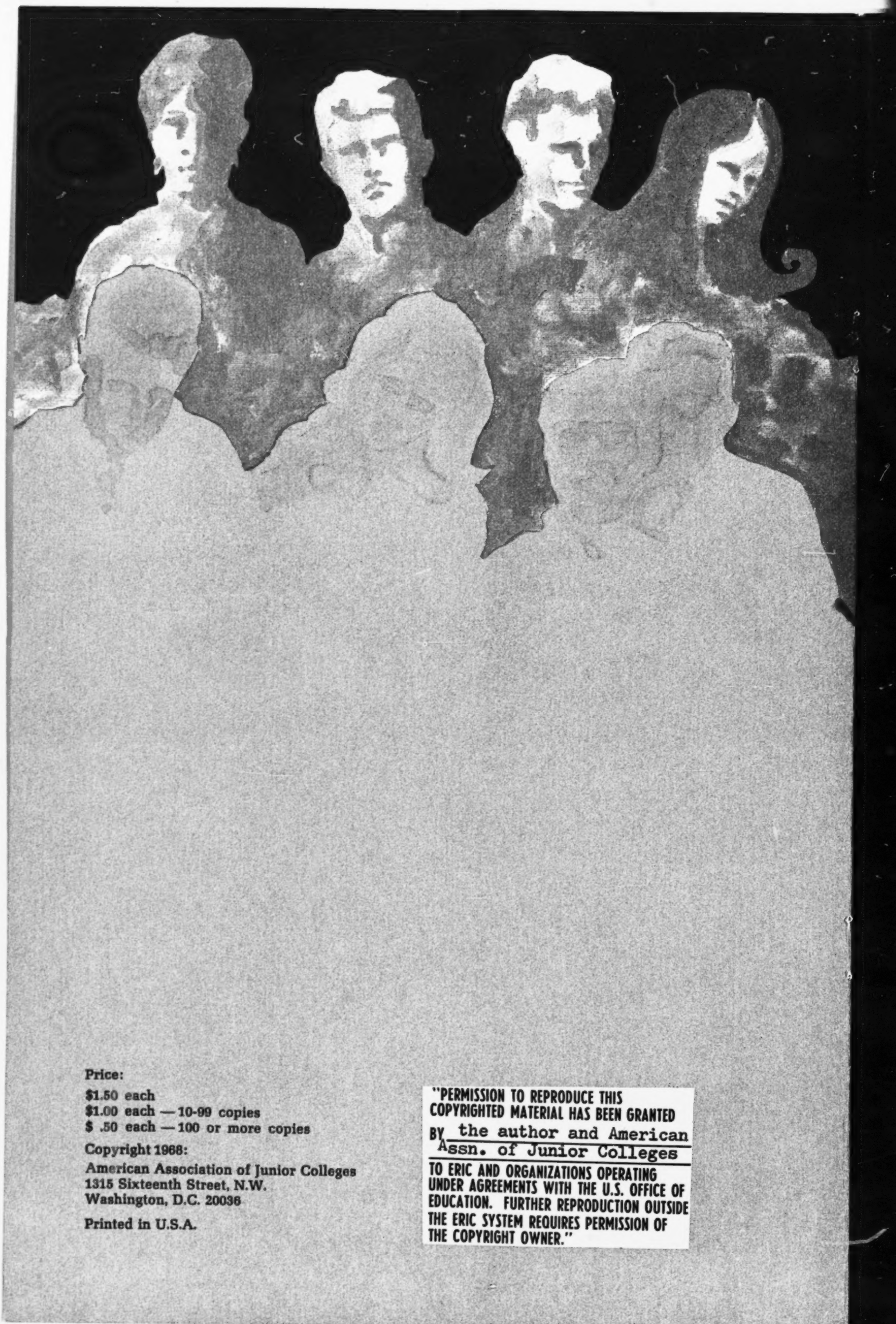

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INTRODUCTION

If you are new to junior college teaching, or if you are considering a teaching career in a junior college, this booklet is for your use. Its purpose is to orient you, informally and frankly, to the two-year college, and to indicate some of the teaching challenges, problems, and opportunities you will find there. If you have taught before — in high school or in a four-year college — you will find the aims and demands of junior college instruction often markedly different from those you are familiar with. If you are new to teaching, having come from graduate school or from a job with skills you are now going to teach, the background material and teaching suggestions given here may help you to design your work with students.

In the first two sections of this booklet you will find information about public "comprehensive" two-year colleges and private or independent junior colleges: a survey of the organization and governance of these institutions; an overview of the programs they offer; a brief characterization of junior college students — what they're like, what some of their learning problems are, and what they look for in their post-high school education; and a description of some of the teaching situations you are likely to meet.

In the third section, you will find some informal teaching suggestions, distilled from the comments of many experienced junior college instructors.

An introductory booklet of this kind is obviously no substitute for the specific, local orientation that your employing junior college should give you. Rather, the purpose here is to suggest as realistically as possible some of the professional opportunities and obligations that await you in this rapidly growing segment of higher education.

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WHAT "JUNIOR COLLEGE" IS . . .

No single generalization can safely be made about the junior college. At the time this pamphlet was written, there were about 900 public and private junior colleges, serving about 1.6 million students and offering an astonishing variety of programs. Every week, a new junior college opens its doors somewhere in the country. Whole state systems of community colleges are developing. By 1975, between 1,200 and 1,300 two-year colleges will enroll an estimated 3.5 to 4.5 million students. Most of these students will be young people of post-high school age. Tens of thousands of them, however, will be mature adults for whom the community college will mean enormously increased opportunities for continuing education, upgrading job skills, or preparation for new employment. Indeed, it is probable that the junior college will rapidly become the nation's chief provider of middle-level management and technical personnel. Sometimes called "the people's college," the two-year comprehensive college is a vigorous, effective response to the needs of a pluralistic, technically oriented society. It is an institution whose time has come.

The junior college has defined itself (and is legally so defined in most states) as part of "higher education," and not simply as grades 13 and 14 of an extended public school system. Several decades ago, when junior colleges were just beginning to appear, they were often part of a local public school system, under the supervision of a superintendent or a chief education officer. Some of them were simply technical institutes. Others were lower divisions of universities. But today most public junior colleges are autonomous, with their own local or district boards serving as governing and financing agencies. In states with community college systems, state-level agencies have supervisory and budget functions. (See the bibliography for more extensive discussion of the history and governance of junior colleges.)

Private Independent Junior Colleges

About 250 two-year colleges are either private (church-related) or independent, nonprofit residential institutions; some of them are coed, but most are for women only. A few schools (typically business colleges) are still proprietary institutions, though their number is dwindling. Private/independent colleges enroll somewhat less than 10 per cent of all junior college students — and in the coming years, this percentage will probably shrink.

These institutions, by design and tradition, usually offer liberal arts programs leading to transfer to four-year colleges and universities. Usually, these programs duplicate the lower-division courses in the senior institutions. But a few of the better colleges offer first-rate two-year career programs as well — programs that lead either to transfer to specialist or professional schools, or directly to employment.

Basically, these schools serve students who want residential campus life and the activities and experiences that go with such a life. Tuition in these colleges is usually high. But the best of them provide truly skilled and perceptive teaching, and many cultural opportunities (lectures, tours, drama, music) that are less readily available to students in public junior colleges.

Many of the independent colleges are located in the eastern part of the country. (Almost all the new junior colleges in the midwest and far west are public institutions.) The quality of these private/independent colleges ranges from superb (as good as or better than the lower divisions of most four-year colleges) to marginal or worse. For some of them the financial struggle for existence, now severe, will become hopeless, and they will close. A few, groping for survival, will try to become four-year colleges, and in so doing they will simply spread their present mediocrity over another two years. But the best of them will probably flourish (as select private institutions have done historically) by offering unique, specialized, innovative programs to carefully selected students.

Teaching in a first-rate independent junior college can be an exciting and professionally satisfying experience. The faculty is usually small — perhaps forty to sixty people. And where the administration values academic democracy, the faculty has an effective and creative voice in developing and modifying the programs of the college. Innovation and experiment in teaching are encouraged — even expected. And though the students may not be "the best" by the usual test score yardsticks, and though many of them may need more than a little motivating, a yeasty percentage of them possess considerable talents, often in the arts. Drawing these people out to produce good work is a teaching challenge of the first order.

To be realistic, however, in many private/independent colleges the administration is paternalistic and rigid; many faculty members are time-servers or hacks; and the students, with rare exceptions, are there to mark time before getting married or before embarking on some vaguely conceived "career."

And yet the independent junior college has great potential for innovation and for response to new educational trends. Since it need be less concerned than tax-supported colleges with the needs of the surrounding community, it is free to develop its own character and uniqueness. Whether it does so depends on the shrewd and imaginative use of its limited resources and on the ability of its faculty, administration, and governing board to serve the educational demands of its clearly identified clientele.

Community or "Comprehensive" Junior Colleges

The two adjectives, "community" and "comprehensive," should really be hyphenated, since the development of these colleges is both in educational service to the *community* where they are established and in the increasing *comprehensiveness* of their vocational/academic programs. These public two-year colleges come in all shapes and sizes. Some are multicampus giants in great urban centers; some serve rural communities and small towns; some serve suburban areas. Their enrollments range from a modest 100 or 200 students to more than 20,000. Some junior college districts promise to emerge as urban complexes with a half-dozen or more campuses serving 40,000 to 50,000 students.

But all comprehensive colleges, regardless of their size and the scope of their programs, have these characteristics in common: they are tax supported; they are responsive to the needs of the community in which they are located; and they provide cultural, vocational, and educational training beyond the high school for hundreds of thousands of people — of all ages — for whom attendance at a traditional college is impossible.

Aims and Functions

A good community college is openly and avowedly in and of the area it serves. It may be supported on a county or a junior college district or a special city tax base; or it may be a unit in a state junior college system, supported by state educational funds. But it has either a local governing board or a policy-recommending board selected from citizens living in the area it serves. And, typically, it has advisory committees drawn from local industry and business working directly with the faculty to keep its vocational and technical programs constantly up to date and relevant to job opportunities in the area. Further, many community colleges are responding to the needs of adults who wish to upgrade themselves for better jobs or who simply want cultural and avocational experiences to enrich their leisure.

Programs

The comprehensive public college offers an extraordinary variety of programs. In fact, the range of programs offered is sometimes as broad as the range of jobs available in local business, industry, and government. Some very large junior colleges offer from 75 to 125 or more *separate* general education and vocational programs, including not only full two-year sequences but shorter "certificate" courses for specialized job training.

Junior colleges award the two-year associate degree (A.A. — associate in arts; or A.A.S. — associate in applied science). But an increasing percentage of students, both young people and adults, are part-time students who attend the evening division of the local junior college. Some of these students take several years to complete a two-year associate degree program. Many of them do not work toward the degree at all, choosing simply to use the college on an "as needed" basis for refresher courses or for basic courses in new job skills.

Students

It is scarcely possible to generalize about junior college students. They range in ability and background and motivation from the genuinely gifted student who, for economic or personal reasons, chooses to begin his collegiate experience at the local college, to the severely disadvantaged, poverty-burdened student for whom the tuition-free community college offers a last chance to remedy a lifetime of educational neglect. In short, many students in the comprehensive public college are *not* the carefully screened, homogeneously prepared, college-oriented students who, until a decade or two ago, represented the "typical" college student.

NOTE: From this point on in this booklet, all references will be to the public, comprehensive college, since these colleges are by far the largest element of the junior college picture in this country.

A Brief Statement of Educational Philosophy

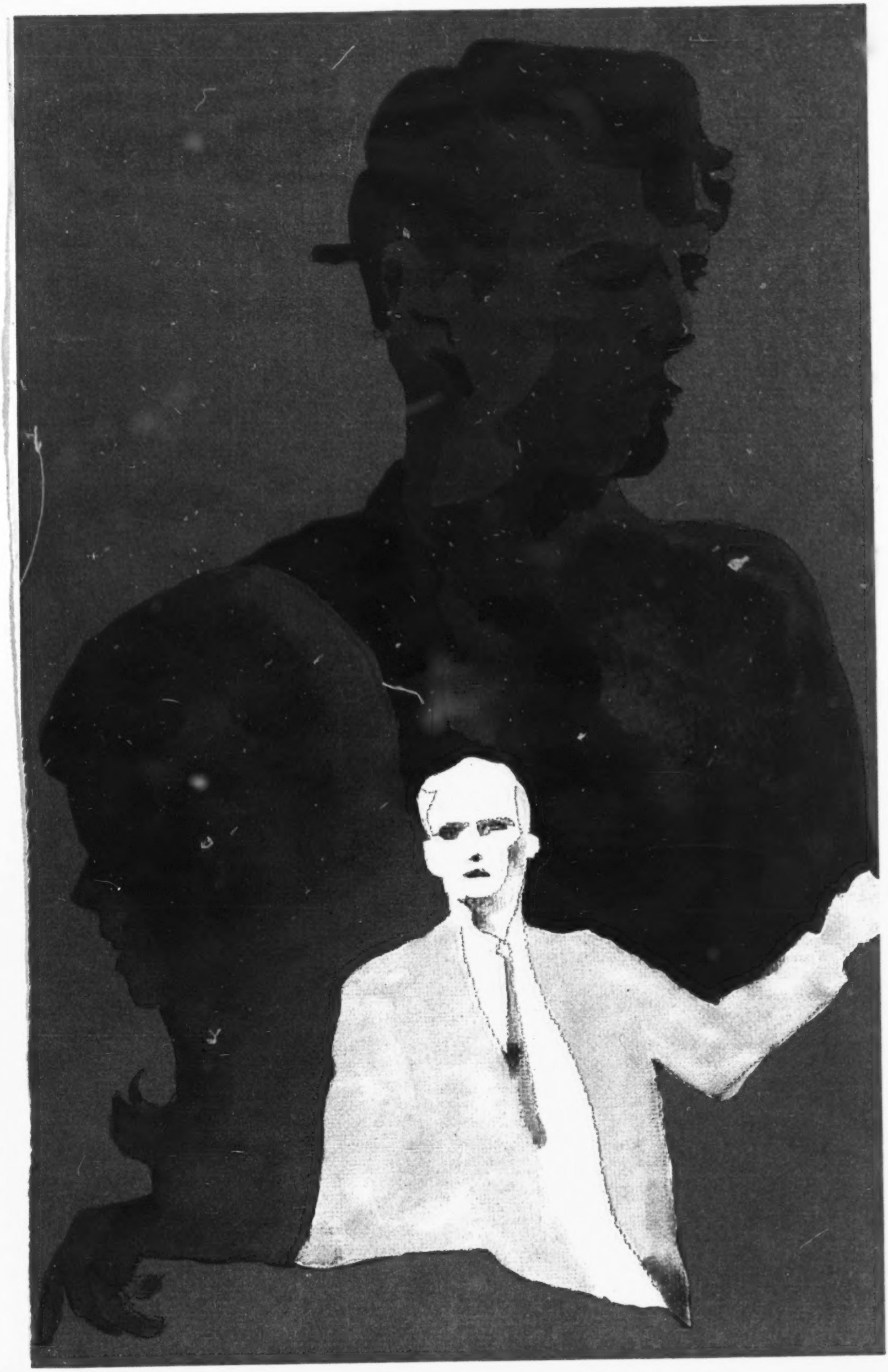
The junior college is a response to the American aspiration that education — and as much of it as can be obtained — shall be open to all citizens. Two generations ago, the high school was the final educational experience for most citizens. Now the junior college, publicly supported, offers another step in opportunity for education-for-all. It is, in fact, a new educational level in the American structure of formal education.

And, despite the growing emphasis on vocational, preprofessional, and job-oriented programs, junior college education is distinctly *higher* education, not simply a trade school extension of secondary school education. Junior college students are of college age or older; the academic courses they take, though perhaps less rigorous than courses in the best four-year institutions, are maturely conceived and presented; and the paraprofessional and trade-skill programs are often conducted at a high level of professional skill and expectation.

Indeed, in many respects the comprehensive college is forcing us to redefine our traditional ideas of "college" and "college work." It is also posing provocative questions about the nature and responsibilities of college teaching and the role of the college instructor. For two-year colleges are frankly *teaching* institutions. Though they do not downgrade scholarly achievement, they expect that a teacher's research should enhance his teaching or in some fashion contribute to his effectiveness in classroom, laboratory, or shop. Junior college teaching is student oriented rather than discipline oriented; and the imperative for the instructor is to see that the student "gets it," that he achieves as full and practical a grasp of subject or skill as his abilities will permit.

If the difference between "philosophies" of college teaching can be oversimplified: in the four-year college, the student is brought to the discipline; in the two-year college, the discipline is brought to the student. Though this may sound suspiciously like spoonfeeding or mollycoddling (and sometimes it is), the emphasis is just. The hope in the junior college, quite as much as in the senior institution, is that the student will learn as soon as possible to cope independently with a discipline or a skill.

To go beyond such general statements in an effort to define the educational philosophy of junior colleges would be foolhardy. These institutions represent a new kind of collegiate effort as yet ill defined and in furious flux. They are vigorously *becoming*, and their eventual thrust and definition will be shaped in no small part by the faculty who teach in them now and in the immediate future.



WHAT'S IT LIKE TO TEACH IN A JUNIOR COLLEGE?

A Partial Model

(A model is simply a way of putting together known facts and probable or likely facts in such a way as to simulate reality in a variety of situations. The following "model" is, in effect, only an outline.)

Suppose you are considering a teaching position at "Malabar" College. Malabar is a two-year, comprehensive college, one of sixteen in the state system. It was established five years ago, and only last year it moved to a new campus of 90 acres and twenty-two buildings (all constructed at once from a master plan) located in the outer suburban ring of a large city. The student population of Malabar is 4,700 and growing fast. (Projections show 8,200 four years from now, but all past projections have been too low by several hundred a year.) The facilities are new, well designed, and splendidly equipped. Plans are already well along for ten new buildings to be constructed over the next three years.

The faculty of Malabar is a mix seeking to be an amalgam. Put together 275 instructors from land grant colleges, a few from Ivy League liberal arts institutions, some from professional schools, skilled journeymen, technicians who are engineers-once-removed, green graduate students fresh from their seminars, retired military men seeking a second career, high school teachers looking for some pasture in higher education, and businessmen who "always wanted to teach" — and you will have at least a ragged profile of Malabar's teaching staff.

Put this faculty in a college that has grown 425 per cent in the past four years and whose "veterans" have been on the staff less than five years. Invite this faculty to define the mission(s) of the college — at best only vaguely stated in the catalog — even though you know full well that these missions are changing almost monthly. Have approximately 25 per cent of this faculty teaching mainly in the evening division and 20 per cent on part time. Parcel the faculty into divisions, the divisions into departments, and big departments into subdepartments. Appoint division and department heads on the basis of faith in their future performance rather than on the basis of long-term observation, for the simple reason that few of these teacher-administrators have been around for more than three or four years. Have two major buildings and a parking lot under construction, one building in renovation, and six in the planning stage. And have — of course — appointed faculty committees to study needs and make recommendations for the bricks-and-mortar translation of programs (some as yet nonexistent) into usable space.

Assume that the top administrators of Malabar — the president, deans, executive officers — are persons of good will who are mandated to do the following: obtain a 21 per cent increase in fund allocation from the state legislature for the coming year; promote and push to have passed a $2.7 million bond issue referendum in the local junior college district to fund new construction; recruit and hire fifty-six new or replacement faculty; upgrade the salary and fringe benefit scale for faculty by 12.5 per cent to meet minimum faculty demands; and reconcile a militant faculty senate organization with the legal structure within which the college is operating.

In addition, however, assume a salary and fringe benefit structure that is at least competitive with the lower three professional ranks of the nearby state university, and working conditions that give each faculty member an office and whatever secretarial and duplicating services he needs.

Assume, also, a large measure of independence for individual teachers in the conduct of courses, in the introduction of experimental methods of teaching (particularly those that promise good results with large numbers of students), and in the selection and use of teaching materials.

Teaching Loads

Although there is no such thing as a typical teaching load in junior colleges, here is at least a rough idea of your probable class-hour, student-contact obligations. In general liberal arts (or general education), you can expect 15 hours a week of classes, with perhaps three separate preparations; if you are teaching science, the "class hour" equivalent will probably be 1½ hours of laboratory in place of one academic class. You can expect to have from 100 to 150 students. There is, however, an increasing trend toward the 12-hour class load and toward a limitation on the number of students in certain kinds of courses — English composition, for example. Your college will also probably expect you to keep stated office hours for individual student conferences. When you are no longer a novice teacher — or no longer new to your particular campus — you may expect to have one or two faculty committee assignments.

Six Areas of Major Concern to Junior College Faculty

1. Lack of Time. Most junior college teachers cite lack of time as their overriding problem. For whatever reasons — student-hour loads, out-of-class work with individual students, or nonteaching obligations — they find it hard to husband enough time for their own study, for the development of new teaching ideas, for refreshing association with colleagues in their own disciplines.

"Time," of course, translates into "money," since student loads and other teacher obligations are inevitably functions of budgets. In many parts of the country faculty salaries, though adequate and reasonably competitive, do not permit the teacher those options of occasional travel, summer study, and graduate study that are desirable and necessary. The pressure mounts to "moonlight": to take on an extra evening division course (permitted by some junior college districts); to teach all summer; even to take part-time work outside the college. And many junior colleges do not yet have budget provisions for faculty members to attend professional conferences. If the teacher wants the stimulus of these experiences, he must either finance the trip himself or pay out of his own pocket the difference between a minuscule travel allowance and the actual cost of attending the conference.

2. Relating College Policies to Instruction. In the press of daily teaching, it is easy to lose touch with, or come to ignore, those policies that define the mission and functions of the college where you are working. Many faculty members report this as a subtle and continuing problem. In the first place, "institutional goals" are likely to be nobly vague (and expressed in catalog prose), and many new junior colleges are constantly refining and redefining their goals to relate them more precisely to the constituency they are serving.

The problem for the teacher is not only to know what his college is trying to do, but to keep in touch with all-college policies as they change and evolve. It is over this very problem, in fact, that faculty-administration communication most often breaks down or becomes distorted. And the larger the institution, the more difficult communication becomes.

3. Extent of Faculty Participation in College Governance. Junior colleges across the country are in ferment over the nature and extent of faculty participation in college policy making and decision making. Traditional guidelines (as set down by the American Association of University Professors, for example) are not always relevant, since many junior colleges operate under state regulations set by the legislature. Historically, junior colleges have been "administrators' colleges" — a holdover from the days when the local junior college was under the superintendent of public schools. (This situation still obtains in some places, but the trend is toward autonomy.) So the local administration sometimes tends to be autocratic or paternalistic.

On this question, as on so many others, the junior college is groping for new expressions of its essentially new functions. Faculty status in individual institutions, as well as in higher education as a whole, is still in the process of achieving identification. However, the faculty political-educational role in junior colleges is gradually evolving through faculty senates, associations, and councils. Some teachers, largely to win a stronger voice in such bread-and-butter matters as salaries and benefits, have turned to outright unionism, through the American Federation of Teachers.

4. Adapting Instruction to the Immense Variety of Student Abilities. Junior college students, especially in the public "open-door admission" institutions, present their teachers with a truly extraordinary spectrum of intellectual and cultural backgrounds. Many of them are functionally illiterate — or close to it. Some of them are very bright indeed but have never worked even close to their potential. At least half of the students at any given public junior college need some sort of remedial work, either in reading and writing or in mathematics and science. Many students in vocational courses are superbly motivated and a pleasure to teach, for they have a mature, driving need to learn new skills. Others, however, have slovenly, indifferent attitudes toward work of any kind; many of them are in the junior college because it's the "easy" thing to do or because the job market is not open to them at the moment.

An increasing number of adults who return to their local junior college for new skill training or for their first additional education in many years need help with study methods; it's been a long time since they were in school. But by the same token, these adults bring a leaven of maturity and nonacademic experience to their college work that can increase the teacher's effectiveness with younger students in the same classes.

In general, too, the bulk of junior college students display an attitude that is easier to sense than to describe: they are pragmatic and practical in their orientation toward their work. They seek knowledge for its *utility*, and their interests are not scholarly in the usual sense. Even those liberal arts students who are headed for transfer to four-year institutions are likely to view their courses as valuable *because* they are transferable — and not because of any intrinsic cultural value they may have.

If your experience has been limited to graduate study and its relatively esoteric concerns, these attitudes may come as a shock. But this utilitarian expectation is undeniably healthy. Many instructors find it an exciting intellectual challenge to their ability to translate subject material into useful learning for their students.

5. Evaluating (Grading) Student Work. High standards of expectation, you will discover, do not necessarily coincide with harsh

practices of grading. In fact, one of your practical and immediate challenges as a new teacher will be to determine ways of evaluating student performance that are (a) appropriate to their ability, (b) sensibly related to the basic aims of your courses, and (c) reasonably consistent with the grading practices of your colleagues. This doesn't necessarily mean that you must compromise what you conceive to be excellence. It means only that you must *rethink*, in the light of the realities of your teaching situation, what is meant by "excellence."

6. Lack of Clerical Help (or Lab Assistance or Other Supportive Services). Though many junior colleges are moving swiftly toward providing adequate help for their teachers in the way of secretarial service, lab technician assistance, typewriters, phones, duplicators, and the like, you may find these services somewhat less than generous in the college you are considering. Sheer headlong growth, with the inevitable lag of refinements, explains much of this deficiency. Sometimes the college simply doesn't have the funds. Occasionally, a short-sighted administration is not convinced that these supportive services are necessary. Whatever the case, don't be too surprised to find yourself cutting your own stencils, making your own demonstration or instructional materials, or running down the hall to answer the one phone on the floor where you share an office with several colleagues. There is still a "pioneering" flavor to many junior colleges, despite gleaming new buildings, acres of parking lots, and IBM registration methods.

What Will the Junior College Expect of Me?

This question is best answered by quoting an officer of a large, multicollege junior college district. He is telling how his district communicates with a prospective teacher:

We emphasize that a teaching credential is not required, but we are deeply interested in ability, or promise of ability, in classroom teaching. Applicants must have a minimum of a master's degree in their teaching field.

We emphasize in all our literature and communications with candidates that our interest is in instructors who are willing and eager to work with students of a wide range of abilities and motivation.

We make it clear that we seek individuals who will enjoy the challenge of helping to shape a rapidly growing comprehensive community college district.

We stress that, as an open-door institution which accepts any graduate of an accredited high school, we select, retain, and promote faculty on the basis of good teaching.

We explain that the career-oriented curriculums are as important as the college-parallel programs.

We point out that we plan to be top-flight community colleges and are proud of our place in higher education.

We emphasize our differences as compared with a four-year liberal arts school or university, since most applicants are somewhat familiar with the way of life in graduate schools but are unfamiliar with junior colleges.

We explain:

- *Heavy teaching load — 15 credit hours*
- *The possibility of teaching some evening classes*
- *The great amount of work in developing courses and curriculums in a new institution, in planning buildings, in committee work to help evolve institutional policies*
- *Classroom visits for the purpose of improving instruction and*

evaluating instructors — very important for those oriented to teaching in four-year colleges and universities

- *Campus supervisory and administrative structure (chain of command).*

*The matter of orientation (of new faculty) is not complete before classes start — rather, it has only begun. . . .**

Junior College Teaching as a Career

Some years ago, when the junior college was a small, youthful development in American education, many teachers regarded two-year instruction as only a temporary career. Especially for ambitious would-be university instructors, the junior college was a place to "get experience." For many former high school instructors, the junior college was a step upward in professional prestige. Few teachers regarded a career in the junior college as a satisfying lifetime commitment.

Today, however, the junior college is a "growth industry" with all the career potentialities and the inevitable drawbacks that such rapid growth implies. For the young teacher who wants the immediacy of person-to-person work with students, who is eager to hone his skills, who seeks chances to innovate — to "do it differently and better" — the good junior college, public or private, is an exciting and rewarding place. For those with an eye on eventual administrative responsibility, the two-year college is wide open. The most crucial shortage in junior colleges, both now and in the foreseeable future, is in administrative personnel at all levels — up to and including deanships and presidencies, but especially in the middle-level positions of department head, division head, coordinator, and student personnel worker.

Indeed, no area of education offers more possibilities, both now and for at least another decade, for genuinely imaginative leadership in teaching, in institutional planning, and in administration.

HOWEVER — it is not the purpose of this booklet to proselytize. If you are considering teaching in a junior college as a possible career, you should recognize that there are also less-than-satisfactory elements in these rapidly growing schools. (That many of these negative aspects are being rapidly overcome by individual junior colleges is a heartening fact; it is equally a fact that many of them are *not* diminishing.)

* Glynn E. Clark, Vice-President, Meramec Community College, St. Louis, Missouri.

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Blocker, Clyde E.; Plummer, Robert H.; and Richardson, C., Jr. *The Two-Year College: A Social Synthesis.* Englewood Cliffs, N.J.: Prentice-Hall, 1965. 298 pp.

This book is perhaps the most balanced appraisal available of the place of the junior college. The historical development of the two-year college is well handled; the discussions of the educational and social significance of the burgeoning junior college are sound, free from jargon, and essential to a thorough understanding of the two-year college.

Garrison, Roger H. *Junior College Faculty: Issues and Problems.* Washington, D.C.: American Association of Junior Colleges, 1967. 90 pp.

A report on junior college faculty attitudes and problems, based on hundreds of interviews with teachers all over the United States. This is a useful, informally written identification of the two-year college teacher's situation in the mid 1960's.

Gleazer, Edmund J., Jr., editor. *American Junior Colleges.* 7th ed., Washington, D.C.: American Council on Education, 1967. 957 pp.

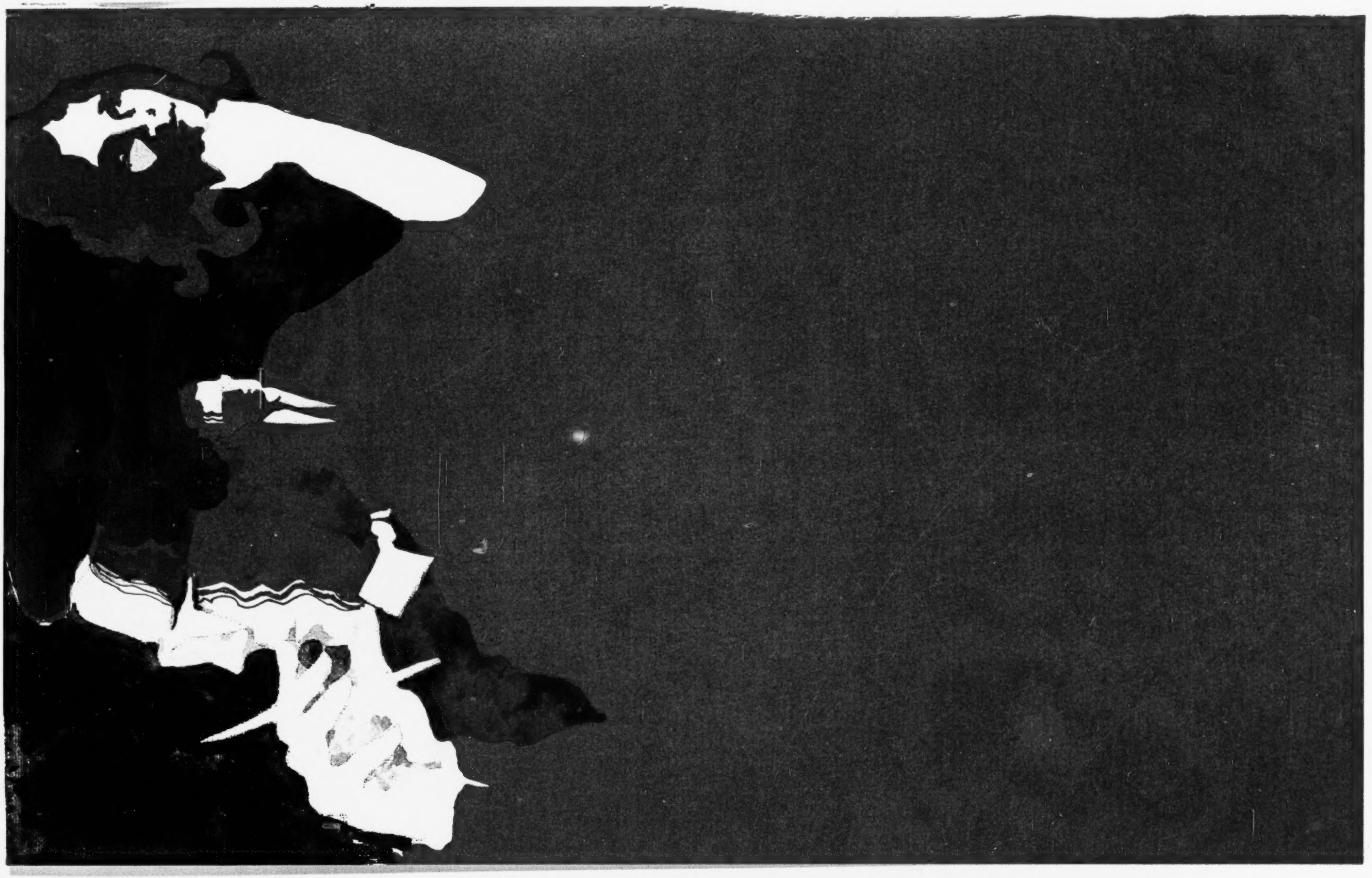
This is the one indispensable directory of junior colleges, with brief but thorough entries for all junior colleges, describing programs, aims, costs, administrative structure. By states.

Gleazer, Edmund J., Jr. *This Is the Community College.* Boston: Houghton Mifflin Co., 1968.

A brief book by the man who has, for the past twelve years, probably been more closely and actively associated with the growing community college movement than any other person. Dr. Gleazer is Executive Director of the American Association of Junior Colleges. His book is an authoritative assessment of junior college problems and trends.

Medsker, Leland L. *The Junior College: Progress and Prospect.* New York: McGraw-Hill Book Co., 1960. 367 pp.

Anything Medsker writes about the junior college is worth reading. This book is the "classic" of junior college literature. (A new volume, essentially updating, with new research, the volume cited above, is due for publication in 1968.)



IDEAS FOR SUCCESSFUL TEACHING

Advice about teaching is about as common as advice about marriage — and just about as useful. What follows here is not necessarily advice, though it may sound that way occasionally. Nor is it a series of formulas for successful teaching, though much of it has been said by good teachers. Rather, the comments and maxims, ideas and tips on the pages that follow are designed to point your thinking toward attitudes about instruction that many junior college teachers have found productive.

Every good teacher finds his own way to methods, devices, tricks, presentations, and ways of engaging students that reflect both his own personality and his level of professional self-development. He knows that one man's method may be another's mistake. This is one reason why teaching, at its best, is truly an art. The teaching art is based on rational theory — which is, in turn, based on firm knowledge of the way people learn.

This is simply to say that because of the nature of the job, the junior college teacher cannot afford to be ignorant of teaching methods — and his own use of them. It is not, on the other hand, a recommendation for "method" courses, rigid lesson plans, or the kind of overplanning that fails to take into account differences among students.

The point is summed up by the faculty member who said: "What I need to determine for myself is: am I teaching the right things, the needful things, the essential things — I mean for *these* students? And do I know how to get the stuff across to them and how to get them to learn it . . . *really* learn it?"

The Utility of Knowledge

Education is the acquisition of the art of the utilization of knowledge. . . . If an education is not useful, what is it? . . . A certain ruthless definiteness is essential. . . . Get your knowledge quickly, and then use it. If you can use it, you will retain it. . . .
— Alfred North Whitehead

This quotation, from Whitehead's *The Aims of Education*, underscores what is perhaps the most pervasive pressure in junior college teaching: how to help students get the most useful learning in the brief time they have. Degree students are two-year, not four-year, students; now they're freshmen, and suddenly they're seniors. For more than half of them (close to two-thirds on a national average), the attainment of an associate degree marks the end of their formal education or training. (An increasing number, however, will "drop back" into school for refresher training and continuing education of some sort for the rest of their lives; this points up another teaching challenge, which will be discussed later.) This sense of the brevity of the collegiate experience inevitably conditions your attitude toward what you offer in your courses and toward your students' approaches to it.

A first question, then, is: How do I (we) start this course? What is the most *efficient* way for me (for us) to get thoroughly involved in the necessary learning?

There are at least five useful steps you can take at the outset of any course — and as long before the first class meeting as possible. These steps demand hard, time-consuming work; but they pay off in making an effective beginning.

1. *Know your students.*
2. *As well as you can, determine their needs.*
3. *So far as possible, assess their attitudes (motivations).*
4. *Plot the (probable) direction and rate of their development.*

5. *In the light of what you have found out, determine clear, near, realistic, relevant, and open-ended course aims. Make sure the students know these aims (and where possible give them a share in determining them).*

How do you accomplish these things?

"Know your students" does not necessarily mean that you must know them immediately as individuals; though the sooner you can manage that, the better. Rather, by spending some time with appropriate student records in your guidance office or the dean's office, you can draw a rough but reasonably accurate profile of your students' secondary school achievements in areas related to your subject. Moreover, their IQ and standard test scores may suggest (*only* suggest) potential performance. (In fact, providing and interpreting data of this kind is one of the most useful cooperative functions of a good guidance program.) This investigation will give you some useful *negative* knowledge about what your students haven't achieved, probably don't know, and — at the point you get them — probably can't be expected to do.

No matter what you teach, whether it is a skill (shorthand, typing, metal-working), or an "academic" subject, you would be wise to make your first assignments and your first few class sessions *diagnostic:* designed to reveal as much as possible what your students can do, what their attitudes seem to be, and what first steps they need to take before they can do adequate work.

If your first few class meetings are relatively unstructured and open, you will catch some glimmers, if nothing more, of your students' attitudes toward their work. (By the time they reach college, most students are highly skilled at hiding their real motives from teachers.)

At the end of two or three weeks, you may have some tentative answers to the questions posed above. Work with those answers; you are not likely to have anything better for quite a while. *For yourself,* as teacher, try to plot the direction and rate of development of your classes. *For the class* — and as much *with* the class as the situation allows — determine the end-of-course targets: what the students ought to know, what they ought to be able to do by the end of the course. In the jargon of our trade: "The clearer, the nearer, the more realistic and relevant the statement of desired outcomes, the more effective the learning."

A standard objection is: "But I'm supposed to cover x amount of material," whether demanded by the department syllabus, the requirements for transfer, or whatever. The only sensible rejoinder to this objection of "coverage" is the question: "How long after the quiz or the final examination will your students retain an *operative knowledge* of what they were supposed to 'cover'?" And every experienced teacher knows the shattering answer to that one.

Another objection is: "What about *college* academic standards?" The necessary response is, "Whose standards?" Those of the graduate school, where you may have had your own last training? Those of the industry, where you may have had your own experience prior to teaching? Some undefined "higher level" standards which, upon inspection, turn out to be what you wish could be the performance level? The only realistic response here is the answer to another question: What standards are appropriate to your students, to what they need to learn, and to the general expectations of the junior college in which you are teaching? This is an extremely difficult question to answer with any precision, and it will cost you,

your colleagues, and your administrators considerable intellectual sweat to resolve it satisfactorily.

For example, the question of the content, approach, and level of expectation of so-called "transfer courses" (those acceptable for transfer credit at four-year institutions) is a bothersome one for most teachers. Many junior colleges feel bound to offer nearly exact replicas of university lower-division courses, even to using the same texts and following the same syllabuses. The plaint is, "They won't accept our courses if we don't." On the other hand, as junior colleges grow in number and in quality, the trend is increasingly for the senior institutions to accept more flexible interpretations of "equivalent work." Many a junior college department has found that face-to-face discussion with members of its university counterpart has brought increased understanding of mutual problems — and less apparent "domination" by the senior institution. Further, as junior colleges educate an even larger proportion of freshmen and sophomores, the four-year colleges will welcome initiative and creative change in the two-year institutions.

Also, you will discover very soon in your teaching that a major and continuing problem, both for you as an individual and for your department, is the question of appropriate evaluation of student work. This, in turn, will pose questions as to what constitutes "college level" performance: what materials (books, visual and audio aids, tools of all kinds) are both acceptable and efficient, given the aims of your teaching; and what *pace* of learning experiences seems to be most effective for your students at different periods in your courses. These are not, of course, matters for which formulas or even suitable advice can be given; they are mentioned here simply to alert you to their persistence.

Teach for Practice

Every schoolboy knows — or he has been told, which isn't the same thing. . . .

— Joseph Wood Krutch

Too much teaching tends to be too much talk: teacher-talk, especially in those subjects generally grouped under liberal arts. Yet it is a common-sense truism that *we learn what we practice.* The most commonly practiced skill in school and college is memorizing for temporary learning (passing a quiz or an exam, for instance), and many students are highly proficient at it. Yet the desirable goals for almost any course, whether academic or vocational, include learning to *think* critically, systematically, and with discrimination about the subject material; learning how to use the methods and instruments of the discipline or work; and learning how to build one learning experience upon another so as to be able to continue independently.

These are major skills, and it takes *guided practice* to achieve them. Further, mere practice does not make perfect — since one can practice error as well as success. Neither does repetition ensure learning; indeed, it may ensure only boredom, or active resentment. If we learn what we practice, then we should practice in the way we wish finally to perform. It is *intense, thoughtful, planned* practice that educates.

Thus, your basic question, as a teacher who plans learning sequences for students, is: What am I asking my students to *do*, to *practice*? (Not, what am I asking them to listen to and regurgitate on a quiz. William James once acidly remarked of such tests that they

"amounted to little more than applying the stomach pump.") This is not a prescription for any oversimplified "learning-by-doing"; rather, it is recognition that *learning is activity in the presence of knowledge.* And the activity should be intense, purposive, and planned for the development of skill.

Determine those few central ideas, skills, or general propositions that are at the heart of your course material and have your students practice using them in all sorts of *varied contexts.* Students should be helped to discover general principles by means of concrete examples — again and again and again — until the generalization or the basic skill becomes part of their operative intelligence, a tool for further thinking or development. (The classic aphorism is: "The problem of education is to make the pupil see the wood by means of the trees.") In sum, if a newly learned term or idea or principle is to become a genuine part of the student's intellectual equipment, there should be immediate, varied, and persistent application. "Use it or lose it" is a true admonition. "If you want to understand anything, make it yourself" is a sound rule.

No real learning takes place in the absorption of distracting and disconnected scraps.

This is another way of saying that effective instruction teaches for *transfer:* that is, for using old learning to solve new problems. And transfer may be thwarted by premature verbalization. Both teachers and students may *talk* too much before they *do* enough. John Dewey once said: "An ounce of experience is better than a ton of theory, simply because it is only as experience that any theory has vital and verifiable significance. . . . A theory apart from an experience cannot be definitely grasped even as a theory."

Whitehead reinforces Dewey: "(Students) learn by contact. The meaning to be attached to this saying goes to the root of the true practice of education. It must start from the particular fact, concrete and definite for individual apprehension, and must gradually evolve toward the general idea. The devil to be avoided is the cramming of general statements which have no reference to individual personal experience."

Motivating Students

There is many a horse which, until he is led to the water, does not know that he wants to drink.

— William Ernest Hocking

"Motivating" students is one of those perennial, vexing questions faced by all teachers — and endlessly discussed. However, there are certain well-tested principles which, if they are made a true part of teaching practice, will help to motivate students to want to learn. We can identify these principles with five words: *feedback, reward, relevance, sequence,* and *cumulation.*

Feedback. Learning is strengthened by knowledge of results. Students learn better when they learn promptly how well they have done. Nothing motivates like success. Delay in approval (or disapproval) rapidly diminishes the motivating force.

The nature of the feedback you give depends on the objectives you have set. If you are teaching English composition, for example, and one of your objectives is remedial, you need to determine with precision *what* is to be "remedied." If you edit a student's paper for errors of grammar and spelling and do not give him, as well, some appraisal of the quality of his ideas and the logic of their expression, he may learn to be "correct" — and illogical. In fact, you may simply

be stimulating in that student a fear of making errors rather than a desire to write better.

Reward. Pleasure is a better motivator than pain; commendation is ten times as effective as punishment. Good teaching usually reinforces what is good in a student's work, though it does not neglect to point out and analyze what is poor. It's a matter of emphasis, and the emphasis is important. (Also, what is rewarding to one student may not be rewarding to another — which is a further good reason for knowing your students as individuals.)

Relevance. No one advocates meaninglessness in education. Yet the amount of teacher-student time wasted on material that has not been made pointedly relevant to student needs or wants is appalling. A basic but usually unstated student question is: What good is this material? Of what use is it (can it be) to me? The question is both healthy and pertinent. It poses a legitimate challenge to the instructor, particularly in subjects that are not career or job oriented. To say, "Look, the study of literature is necessary because it is part of your cultural heritage," is to beg the question. The psychologist Hadley Cantril points out: "No occurrence is an event for us until it has some bearing on our purposes." All knowledge, in the long run, is *personal knowledge*. Thus, teaching must provide learning experiences that allow for, and stimulate, *personal* relatedness to the material being worked with. *There is nothing more irrelevant than the answer to a question nobody has asked.*

Sequence. The student has to perceive for himself — or he has to be carefully led to perceive — the basic organization of the material he is expected to learn and the rationale behind that organization. Unorganized material can only be memorized. The human mind seeks *relatedness*, seeks unity in apparent diversity, seeks to generalize the particular. For example, students will accept an extraordinary amount of "routine" if they can see the routine as a needful part, an integral part of a more advanced skill or more sophisticated understanding. (A simple example is the girl who willingly accepts the drill of learning shorthand because she sees the "why" of it, and where her developed skill in it will lead her.)

Cumulation. Knowledge may accumulate without being cumulative. The old saw "Knowledge is power" is nonsense; knowledge *put to use* is power. Cumulative knowledge can be likened to the steadily broadening base of a pyramid; the broader the base, the higher the apex can reach. For example, every skill that the student truly learns — that becomes part of the organized repertoire of his experience — is, in effect, a *multiplier* of his future learning or understanding. For instance, the student who truly learns the meaning of *oxidation* in his beginning chemistry class may, to his pleasure, have that start of awareness, that "Aha!" reaction which William James spoke of as one key to real learning, when — in a literature class — he reads Robert Frost's stunning phrase, "The slow, smokeless burning of decay."

Whatever you teach, teach *wholeness, relatedness*, the mesh and mix of knowledge and/or skill. To paraphrase John Donne, "No knowledge is an island unto itself." If you and your students are working with a Shakespearean tragedy, make sure that *they* know, with examples from their own experience, what some crucial differences are between *tragedy* and mere *catastrophe*. The latter will be more common to their experience, and the former, properly understood, will enlarge their humanity. If you and your students are working with machinery in order to advance their skill with

particular machines, make sure that they know, even in the most rudimentary ways, the physical principles of those machines, and how their motive powers relate to other, perhaps superficially dissimilar, machines. (The computer, after all, is merely a "push-pull" mechanism, which can say only either/or — except that it can say it at nearly the speed of light. But a basic understanding, with a wide variety of applications, is necessary before a student can truly work with these computers and not be merely a mechanic who services them.) Time spent on relatedness, in whatever area, is time *invested*, because students invariably learn faster when they "make connections."

In short, *teach to the basic structure* of your discipline, as you know it or can derive it. This suggestion has been called, by some educators, the "post-hole" theory: help the students to dig a few deep post-holes of knowledge (skill) and concepts — the crucial ones — and then they will be in a better position to string their own fences.

Education's Lockstep

Every system in Nature tends to remain in equilibrium and tends to change so as to minimize any external disturbance.

— Sir Isaac Newton

Newton's first law of motion, the Law of Inertia, could be used, without too much stretching, to describe many freshman students. Most of them have been through twelve years of the most rigid *social* (not intellectual) system in our culture: the public schools. They have been not so much educated as processed. Ever since kindergarten, they have been tested, pretested, and pre-pretested on every level and in every area. Unless they have been very lucky, most of them have been remorselessly and efficiently provided with a notion of knowledge as prepackaged units for assimilation or, as segmented matters on which they are to be examined. The end-product — grades, percentage points, a high school diploma, a college diploma — has a marketable value. Most college students began to learn in grammar school that a college education means access to a "better" job, somehow a "better" life, certainly more social mobility — and about $200,000 over a lifetime in total earning power. They've got the message.

And so, for whatever reason, they are in college. Many of them have unrealistic aims for themselves — as, for instance, the student with high school D's in biology and chemistry who wants to be a doctor, or the mediocre math student aiming to be an engineer. Most of them will be familiar with The System: Teachers-Assignments-Grades-Homework-Weekly Quizzes-Midyear Exams. And most of them will know how to beat the system, or evade it, or manipulate it, or in some fashion keep themselves from being too disturbed by it.

Before you dismiss these statements as negative or cynical (which they are not), remember this: What most students really want, though usually not consciously, is for college to be "different": different in kind, not just different in quantity. Students want more autonomy, though they don't know how to go about getting it. They want to be treated as adults, though they aren't at all sure what this means (except that it brings greater privileges). They want to be made to stretch for difficult goals, realistically presented. Yet, if you as an instructor said this to them, they would either look blankly at you, or laugh uneasily at you, at themselves, at the very idea that they seek such challenges.

Students come to a new situation with built-in ways of perceiving reality and ways of handling their perceptions. One of the chief functions of teaching is to help the student enlarge his perceptual fields, rid himself of his stereotypes, free him to be more receptive to the impact of new experiences. But if we face him too rigidly with the fixed system, the already-projected demands, and if we say, "This is necessary, and that is valuable, and this other is what we insist that you learn so that you may pass this course," the student will resist. Inside himself, consciously or not, he feels, "Who says?" Or, "You say it's valuable — but *I* don't see it that way." Or, "Well, you're the expert, and you ought to know. The college ought to know. The books you give me to read say I ought to know. So I guess I'd better put it all down and remember it because I don't want to flunk the course." And then, sooner than most of us realize: "But I wish you'd *show me why* this stuff is necessary. Once *I'm* convinced, I'll get my teeth into it." It is neither mollycoddling nor lowering oneself to the student's level of ignorance to recognize the reality of this reaction.

A primary fact in learning is that each person acts in ways designed to satisfy his own needs. The meaning of any information or event lies in each person's self-perceived relation to it. *The information or the event is secondary to the individual's perception of it.* As a teacher, you will find yourself amply repaid if you spend as much time and energy trying to understand your students' perceptions of the material they work with as you spend presenting it to them.

Teaching Disadvantaged Students

Look beneath the surface; let not the several quality of a thing nor its worth escape thee.

— Marcus Aurelius

A growing number of students, especially in densely populated city areas, are termed, for lack of a better word, "disadvantaged." (Teachers who are experienced with such students prefer the more accurate term, *differently prepared.*) Many of these young people, often desperately poor, have graduated from marginal or submarginal high schools and thus, technically, can be admitted to the local public junior college. They may have been dismally ineffective in their school work. But often they are capable and fluent in their own environments, with high intelligence, though this intelligence may be differently expressed — nonverbally, for example — from ways we usually associate with "college-prepared" students. They pose special problems of instruction.

For instance, liberal arts studies at the college level are unusually high in abstractions and concepts and are taught almost exclusively through books, journals, and other printed materials. Yet many students from disadvantaged backgrounds simply *do not believe in the printed word* or in words used in the abstract. For them, abstract ideas are partially or wholly unreal. Far more real to them are spoken words that refer directly to specific objects or activities. Such students are likely to be uncommonly adept in a *practical* setting. They are likely to have keenly realistic perceptions that have high survival value on city streets and in slums. They "read" people swiftly, and sometimes with brutal accuracy. They often handle their immediate environment with far more skill than their more gently suburban-educated classmates. And they are likely to have a healthy skepticism, since life has taught them not always to expect good intentions from others.

One dean, whose students were largely disadvantaged, remarked with feeling: "I've got to have teachers who can speak the language of these students. And, man, it's a *different* language, where even some common words don't mean at all what *we* think they mean. Unless the teacher himself knows this language — or is willing to learn it — he isn't going to teach these students much because he won't communicate with them at all. And yet, potentially," he said, "some of these people *could* be the best students in the college."

Here are some suggestions that may be helpful as you try to devise the sequence of your teaching for such students.

Plan for the possibility of many small cumulative successes. Most of the school experiences of these students have consisted of one humiliating failure after another, with an erosion of self-confidence and any pleasure in learning. It is good instruction to structure work in varied but related "packets," so to speak, so that students may enjoy the feeling of accomplishment — no matter how limited it may be at first.

Involve the students in actions, not words; in people, not concepts. In the jargon of the social scientists, have your students obtain their information from their social environment; lead them to verbalize attitudes, perceptions, and tentative learnings from their experience. In practice, this means setting up *projects*, large and small, and problem-centered experiences, all designed to strengthen students' positive attitudes toward work and to help them develop basic skills in the subject you teach.

Don't be too concerned with goals that you — or a syllabus — have determined ahead of time. They may be wholly unrealistic or irrelevant for the particular students you have. Consider your teaching in terms of *process* rather than prescribed *progress*. Such an attitude will require of you considerably more inventiveness and flexibility than "traditional" teaching does. But if your students see that *you* are as deeply immersed as you ask *them* to be, in whatever process or problem is at hand, and that you are a *resource* for them, rather than an authority over them, you may be surprised at the speed with which their learning accelerates. This kind of inductive teaching is difficult. It requires sensitivity to others, patience, and more than a little courage. But skillful teachers have helped students to learn from their own experiences ever since Socrates. And with increasing numbers of disadvantaged young people looking to junior colleges for a "last chance" in their education, the extent to which you can develop your own skill in this kind of teaching may well determine whether that "last chance" may turn into a renewed opportunity.

Teaching Courses? Or Teaching Students?

Twenty courses do not make a college education any more than twenty legs make a man, nor twenty heads, nor even ten hearts, two legs, and eight fingers.

— *Alexander Meiklejohn*

"Courses" are still the standard building blocks of school programs (though there is some evidence that new media and technologies may replace them with something else). Courses mean materials *of all kinds:* books, periodicals, films, tapes, charts, manuals, and a bewildering variety of aids and resources. The resources available to teachers are increasing explosively, both in quantity and in the sophistication of their content and accompanying "hardware."

This means that you, as an individual teacher — as well as a member of a department — will need to keep familiar with what is available for instruction in your particular area. If you work at a large junior college, chances are that you have an entire department devoted to audiovisual materials, both commercially produced and made on campus. And in a very few years, the once simple "college library" may well become a learning resources center, a data retrieval bank, or a computer-assisted-instruction-center. However labeled, these centers will be crammed with everything from simple tachistoscopes to computer-linked video tapes of programed materials.

Your teaching problem will then be twofold: not only *what* to use out of this formidable variety, but *how to use it* with professional skill. Indeed, it is this second problem that has so far plagued the academic users of such electronic media as closed-circuit television: most teachers have not become adept in their use. (Most "educational TV," for example, is almost embarrassingly amateurish and unimaginative, and students are beginning to resist so-called TV-teaching.) Though instructors may object that they are "teachers, not performers or electronic technicians," that objection has decreasing validity in a machine-served society. Teachers do, after all, teach students how to use books, how to use libraries, how to handle reference material. It is more than likely that the books, libraries, and reference materials of this and future generations will be embedded in the new media. The transistor, the magnetized tape, and the micro-circuit have already begun a revolution in teaching that will be as irreversible as that sparked by the invention of movable type.

Again, any specific "advice" about how to choose materials, what to choose, and how to use them would be futile, since it would be outdated as soon as it was given. But the basic questions about the design of your courses remain the same, no matter what devices seem to complicate them: What do I want this course to accomplish? What are the most efficient means my students and I can employ to reach these ends? Do I have reasonably reliable means of determining that my students are, in fact, learning what they need to learn?

Your Professional Refreshment

How do I do the job asked of me, and still continue to be truly professional? Stay alive in my subject area? Find time to study, to think, to plan?

— A Junior College Teacher

Student-hour teaching loads for junior college teachers probably never will approximate the 6-9-hour, small-seminar loads of many college and university teachers. One reason for the discrepancy between the typical 15-hour and 100-and-over student load of the junior college instructor and the apparently lighter obligations of his university colleague is that the latter is also expected to do research work.

Yet junior college teachers obviously need regular professional refreshment. (It can be intellectually deadening to teach the same material at the same level year after year.) In fact, refreshment has been identified by thousands of junior college instructors as their number one priority. How to satisfy this need depends on several factors: your geographical situation (many junior colleges are far from universities); your available time and energy (many junior

college teachers find themselves working 65 and 70 hours a week); your available funds (or money provided by your college for what amounts to faculty scholarships, travel expenses to conferences, and the like); and other opportunities for professional development that may be offered or underwritten by your institution, such as in-service programs, special on-campus conferences, and workshops.

The intention here is simply to alert you to the importance of this problem and to the likelihood that you will, very soon in your teaching career, find yourself facing it. The solutions you develop will depend on how you function in that other facet of your professional role — namely, as a faculty member, as distinct from your role as a teacher of students. There is, inescapably, a "political" component in the teaching profession. It affects the degree of faculty participation in the governing of your college, such as planning, policy making, and the decision making that bears on the whole institution. It also affects the provisions your college makes to support your professional growth.

Evaluation of Teaching

If higher education is to be something other than a holding operation or an ill-considered act of faith, we need to know . . . what a student is when he enters, what he is when he leaves, and what accounts for the difference. We need to know who teaches what.
— *Antioch College* Reports

Junior colleges pride themselves on being "teaching institutions," and thus one of the perennial preoccupations, especially of administrators, is the evaluation of teaching. (In some states, junior college teachers are required by law to be evaluated before receiving tenure.) The irony here is that there is little agreement among faculty or administrators on what constitutes valid, fair, useful evaluation of instruction. Despite decades of educational research, there is even little informed consensus on what effective teaching is. Few educators would claim to know with any surety how to measure instructional quality. Even so, by the nature of their commitment, junior colleges will — and must — continue to look for adequate and proper means of evaluation. And as an instructor you will inevitably be involved, at one time or another, in the evaluation of teaching.

What is evaluation for? Ordinarily, it is used to assign status (professional rank, if your college has that system), or pay differentials (where there are modified merit elements in salary scales). And, of course, it is used to determine faculty retention or tenure. These essentially negative uses of assessment are generally resented by faculty members as being punitive in their implications.

Evaluation usually includes formal or informal classroom "observation" by deans or department heads (the most common device); student ratings (the ratings are given *only* to the instructor involved); faculty peer ratings (almost invariably subjective); some consideration of other-than-teaching contributions to the college (committee service, work in the community, publication, outside professional activity); comments from alumni, occasionally; and, where reliable data are collected, the performance of graduates, either after transfer or in work situations, in areas directly traceable to a teacher's instruction. If these devices were thoroughly, sensitively, and systematically used, most educators would agree that they would give some reasonable indication of teacher effectiveness. Ordinarily, however, "evaluation" is not characterized by this kind of care.

Encouragingly, on the other hand, many junior colleges are beginning to use evaluation as a support, a reinforcement, and an incentive for the improvement of instruction. Good teaching is not identified solely in the classroom, workshop, or laboratory, but it is a multidimensional activity, with many facets, both public and private.

For example, here are ten indicators that could serve as checkpoints for a teacher's total creative activity, no matter what his particular discipline. None of these indicators has any special "weight"; they are simply listed as positive factors for you to consider in evaluating your own role as a faculty member beyond your strictly classroom functions:

1. *Faculty committee activity; nature and extent of contribution*
2. *Initiation of student activity*
3. *Student adviser responsibilities*
4. *Publication — books, articles, speeches, monographs*
5. *Creation and use of teaching aids*
6. *Innovations and experiments in teaching*
7. *Receipts of grants (of money) for experimentation or projects or further study*
8. *Participation in appropriate professional organizations*
9. *Public activity — in almost any area open to an active citizen*
10. *Travel, self-study improvement projects, out-of-school professional or vocational activity.*

Continuing Education

For age is opportunity no less
Than youth itself, though in another dress . . .
— Henry Wadsworth Longfellow

Not the least of the developing community services of many junior colleges is adult education, or "continuing education." Especially in urban junior colleges, large evening divisions enroll thousands of students — housewives, business people, and others with full-time jobs — either in full degree programs, or in special courses of upgrading job skills or just for personal cultural enrichment. One large metropolitan junior college has what it calls Weekend College, an all-day Saturday session for those who cannot get to college during the week. Whatever the format, continuing education promises to become an increasingly important segment of the offerings of a comprehensive college.

Teaching adults can be good fun — and unexpectedly challenging, especially if you haven't done it before. You will often be able to make use of their adult awareness or skill to reinforce and amplify your class work. Sometimes, too, you may be stimulated and even a little surprised by their naive faith in education — and in you as their teacher.

On the other hand, especially if you are a younger teacher, you may find yourself being patronized by your adult students. Here a mature sense of humor will be your best teaching ally. (A warning: "undergraduate humor" rarely goes over with adults. A mature "sense of humor" might be translated as a *sense of proportion.*)

Many older students, having lost the habit of systematic study, need direct help in learning how to study efficiently: how to read rapidly, how to use notes, how to organize and write brief papers, for instance. Also, they may be somewhat slower than younger students in developing these abilities. And yet they tend to retain more of what they have learned. So you will find that what may

seem disproportionate time spent early in a course on such taken-for-granted techniques will pay off handsomely later.

A Future for You as a Junior College Teacher?

Your answer, of course, depends upon your own personal and professional aims. But the challenges in this, education's most rapidly developing sector, are large and immediate; and so are the opportunities. Your chances to experiment, to innovate, and to improve the quality of freshman-sophomore instruction will be limited only by your own ingenuity, imagination, and courage. For example, the need to create learning experiences for thousands of disadvantaged students, especially in large urban junior colleges, is awesome. And the need to adapt technology to instruction — in dozens of ways not even apparent now — will require a new breed of instructor: broad gauged, wide ranging, adaptable, skilled in many areas.

As the lines between faculty and administration blur with the sharing of responsibility for educational policies and college governance, faculty members will need to become competent in many nonacademic matters: negotiating skills, the translation of educational ideas into budgets, fluent and practical public relations, and — not least — political know-how. And teachers will tend to be less identified with a particular discipline and more and more involved in what could be called total learning contexts.

In the public junior college, it's no longer the traditional ball game: the rules, the players, the locale are all being changed, improvised, made over by the driving dynamics of a national policy that calls for education-for-everyone-as-far-as-he-can-go. For those who are impatient with the status quo, dissatisfied with the old ways of doing things, the junior college is a wide-open frontier.

Like the American high school of two generations ago, the junior college has come into being out of the imperative needs of society. Now in a period of furious growth — with all the strains and confusions and achievements that characterize such a time — the junior college will, in the next decade, define its special assignments, find new ones, and assume its identity as a familiar element in the sequence of educational services.

SELECTED BACKGROUND BIBLIOGRAPHY

Estrin, Herman A., and Goode, Delmer M., editors. *College and University Teaching.* Dubuque, Iowa: Wm. C. Brown Co., 1964.

Containing 122 brief articles by eighty-nine authors from seventy-seven colleges, this book is an excellent source of practical, informally written advice on many aspects of teaching.

Pullias, Earl V. *Toward Excellence in College Teaching.* Dubuque, Iowa: Wm. C. Brown Co., 1963.

A fresh, thoughtful view of college teaching problems, with good insights derived from learning theory. Informally written and brief.

Tead, Ordway. *College Teaching and College Learning.* New Haven: Yale University Press, 1949.

This brief book (50 pages) is out of print, but it is worth a library search for the teacher who wants wise, trenchant, practical advice on how to improve himself and his instruction.

Whitehead, Alfred North. *The Aims of Education,* A Mentor Book. New York: New American Library of World Literature.

Though this book was first issued in 1929 (by Macmillan), the essays in it are fresh and pertinent. Indeed, this is one of the very few great books on education. It is singularly free from cant or jargon. The writing is marked by grace, wit, and memorable aphorisms; nearly every page is luminous with the play of one of the most universal minds of the twentieth century on the problems of learning and teaching. A basic professional resource and stimulus for any teacher.